DOCUMENT RESUME

ED 436 584 TM 030 447

TITLE	CLAST: College-Level Academic Skills Test. Test Administration Plan, 1999-2000.
INSTITUTION	Florida State Dept. of Education, Tallahassee.
PUB DATE	1999-00-00
NOTE	50p.
PUB TYPE	Guides - Non-Classroom (055) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; Achievement Tests; Adaptive Testing; Administrator Role; *College Students; Colleges; Communication (Thought Transfer); Computer Assisted Testing; *Educational Planning; Higher Education; Mathematics Achievement; Reading Achievement; School Role; Testing Problems
IDENTIFIERS	*College Level Academic Skills Test; *Florida

ABSTRACT

This document contains the test administration plan for the College-Level Academic Skills Test (CLAST), a test used to assess the college-level skills of Florida students in the early years of college. The plan contains the procedures to be followed during the year in the administration of the CLAST. The document specifies the responsibilities of the Florida State Department of Education, the technical support contractor, and the individual institutions. The plan also contains an updated list of computer-adaptive tests centers for the CLAST. It does not contain procedures for teaching CLAST skills; each institution is responsible for its own programs and procedures to ensure that CLAST skills are taught and learned. Ten appendixes contain specific information about aspects of the CLAST and sample forms for requesting test site changes and waiver reporting forms. (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 436 584

CLAST

COLLEGE - LEVEL ACADEMIC SKILLS TEST

TEST ADMINISTRATION PLAN

1999-2000

FLORIDA

Department of Education

www.firn.edu/doe

TM030447

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Dr. Fisher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Copyright Statements for Assessment and Evaluation Services Publications

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the state system of public education as defined in Section 228.041(1), Florida Statutes. The copyright notice at the bottom of this page must be included on all copies.

Permission is **NOT** granted for distribution or reproduction outside the state system of public education or for commercial distribution of the copyrighted materials without written authorization from the Department of Education. Questions regarding use of these copyrighted materials are to be addressed to:

The Administrator
Assessment and Evaluation Services
Florida Department of Education
Turlington Building, Suite 414
325 West Gaines Street
Tallahassee, Florida 32399-0400

Copyright © 1999
State of Florida
Department of State

BEST COPY AVAILABLE

FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA 32399-0400

Tom Gallagher
Commissioner

John R. Wiegman, Chief
Bureau of Curriculum,
Instruction, and Assessment

MEMORANDUM

TO: Presidents of Community Colleges and State Universities;
Presidents, Independent Colleges and Universities

FROM: Commissioner Tom Gallagher

SUBJECT: CLAST *Test Administration Plan*, 1999-00

The following document constitutes the *Test Administration Plan* for the College-Level Academic Skills Test (CLAST) for the 1999-00 academic year. This plan has been created pursuant to Section 229.551(3)(i), Florida Statutes.

Within this plan are the procedures to be followed during the year in the administration of the CLAST. This document specifies the responsibilities of the Department of Education, the technical support contractor, and individual institutions.

Prior to July 1, 1997, the CLAST testing program was the primary procedure used by the State of Florida to assess students' achievement of the college-level communication and computation skills set forth in 6A-10.316, Florida Administrative Code. The 1997 Legislature modified Section 240.107(9), Florida Statutes, which permits Florida students to demonstrate achievement of college-level communication and computation skills via alternate methods. Rule 6A-10.0311, Florida Administrative Code, describes the requirements for alternatives to CLAST.

The *Test Administration Plan* for the coming year includes an updated list of computer-adaptive test centers (Appendix G) for the CLAST. The Administration Plan does **not** include procedures that are needed in each institution to ensure that students are given the opportunity to acquire CLAST skills or to ensure that the CLAST standards are implemented in accordance with provisions of the Florida Statutes and the Florida Administrative Code Rules adopted by the State Board of Education. Each institution is responsible for preparing its own programs and procedures to ensure that CLAST skills are taught and learned.

Thank you for your assistance in implementing the CLAST program.

FTB:thf:kf

cc: Mr. J. David Armstrong, Jr.
Dr. Adam Herbert
Dr. C. Wayne Freeberg
CLAST Institutional Test Administrators

325 West Gaines Street • Room 532 • Tallahassee, Florida 32399-0400 • (850) 488-5011 • FAX (850) 921-8523
http://www.firn.edu/doe/doehome.htm
An affirmative action/equal opportunity employer

4 a

TABLE OF CONTENTS

INTRODUCTION 1
DESCRIPTION OF THE CLAST 2
RESPONSIBILITY FOR THE ADMINISTRATION OF THE CLAST 4
- The Department of Education 4
- The Technical Support Contractor 5
- The Institutional Test Administrator 5
- Approved Test Centers 6

ADMINISTRATION GUIDELINES 7
- Eligibility to Take the CLAST 7
- The Need for CLAST Scores 7
- Test Schedule 8
- Notifying and Registering Examinees 9
- Saturday Administration 9
- Additional Administrations 9
- Ordering Test Materials 12
- Special Test Conditions for Examinees with Disabilities 12
- Waivers from CLAST Subtests 12
- Test Security 13
- Testing Fees 13

SCORING AND REPORTING 14
- Scoring Conventions 14
- Passing Scores 14
- Verification of Score Reports 15
- Cancellation of Scores 15
- Recording CLAST Scores 15
- Reports of Results 16

APPENDICES 19
- Appendix A: Selected Florida Statutes and Administrative Code Rules 19
- Appendix B: Department of Education General Counsel Opinion, June 30, 1988 27
- Appendix C: Request for a Special Administration of CLAST at a Military Base, 1999-00 29
- Appendix D: Key Activity Due Dates for Special Administrations, 1999-00 31
- Appendix E: Special Administration Request Form, 1999-00 33
- Appendix F: Certification of Eligibility of Student to Take CAT-CLAST, 1999-00 35
- Appendix G: Computer-Adaptive Test Centers 37
- Appendix H: Request for Student to Take CLAST at Another Institution, 1999-00 41
- Appendix I: Department of Education General Counsel Opinion, March 22, 1993 43
- Appendix J: Waiver Reporting Forms 45

CRITICAL DATES*

1999-2001

Fall 1999
Close of Registration ..... September 3, 1999
Test Administration Day ..... October 2, 1999
Institutional Alternate Administration ..... October 5, 1999

Spring 2000
Close of Registration ..... January 21, 2000
Test Administration Day ..... February 19, 2000
Institutional Alternate Administration ..... February 22, 2000

Summer 2000
Close of Registration ..... May 5, 2000
Test Administration Day ..... June 3, 2000
Institutional Alternate Administration ..... June 6, 2000

Fall 2000
Close of Registration ..... September 8, 2000
Test Administration Day ..... October 7, 2000
Institutional Alternate Administration ..... October 10, 2000

Spring 2001
Close of Registration ..... January 19, 2001
Test Administration Day ..... February 17, 2001
Institutional Alternate Administration ..... February 20, 2001

Summer 2001
Close of Registration ..... May 4, 2001
Test Administration Day ..... June 2, 2001
Institutional Alternate Administration ..... June 5, 2001

*For planning, note that regular administrations are scheduled for the first Saturday in October, the first Saturday in June, and the third Saturday in February. When the first Saturday in October is a religious holiday, the administration is conducted on the last Saturday in September. Alternate administrations are scheduled for the Tuesday following the regular administration.

INTRODUCTION

The College-Level Academic Skills Test (CLAST) is part of Florida's system of educational accountability that satisfies the mandates of Section 229.551(3)(i), Florida Statutes. The CLAST is an achievement test that measures students' attainment of the college-level communication and mathematics skills that were identified by the faculties of community colleges and state universities through the College-Level Academic Skills Project (CLASP). The skills have been adopted by the State Board of Education (SBE) and are listed in Rule 6A-10.0316, Florida Administrative Code (see Appendix A).

The CLAST consists of four subtests: essay, English language skills (ELS), reading, and mathematics. Each subtest yields a single score that is reported to the student and to the institution needing the scores. Students and institutions also receive broad skill information that is useful in identifying areas of possible strength or weakness. While the CLAST does not yield the skill-by-skill information necessary for full diagnosis of individual student needs, institutions can identify areas of need for groups of students by following broad skill performance across several administrations.

Since August 1, 1984, students in public institutions in Florida have been required to demonstrate achievement of the skills set forth in Rule 6A-10.0316, FAC, for the award of an associate in arts degree and for admission to upper-division status in a state university in Florida. Rule 6A-10.0311, FAC, describes the requirements for alternatives to CLAST.

The purpose of this document, the *Test Administration Plan*, is to set forth the terms and conditions that govern the administration of the CLAST. The complete 1999-00 CLAST plan consists of this document, the 1999-00 *Institutional Test Administrator's Manual*, and the 1999-00 *Test Administration Manual*. This plan has been developed and issued as an exercise of the responsibility for the statewide administration of the CLAST as vested in the Commissioner of Education. It is intended to ensure that all students who take the CLAST have the same opportunity to demonstrate their achievement of the skills tested.

The *Test Administration Plan* for 1999-00 becomes effective on the date of issuance by the Commissioner of Education, and it replaces all previous CLAST plans. The Commissioner of Education may amend this plan to reflect changes in the Florida Statutes and the SBE Rules.

For additional information, contact

The Department of Education - CLAST
Turlington Building, Suite 414
325 West Gaines Street
Tallahassee, Florida 32399-0400
(850) 488-8198
SUNCOM 278-8198

DESCRIPTION OF THE CLAST

The CLAST comprises four subtests: essay, English language skills (ELS), reading, and mathematics. The essay subtest affords students an opportunity to demonstrate writing skills adopted by the SBE by writing an essay on one of two provided topics. The English language skills subtest measures skills in the broad skill areas of word choice, sentence structure, and grammar, spelling, capitalization, and punctuation. The reading subtest measures skills in the broad skill areas of literal comprehension and critical comprehension. The mathematics subtest measures skills in the broad skill areas of arithmetic, algebra, geometry and measurement, logical reasoning, and statistics, including probability.

The table below shows, for each objective subtest of the 1999-00 CLAST, the number of skills tested in each broad skill area and the number of test items per skill area.

1999-2000 CLAST Specifications

Subtest and Broad Skill Areas	Number of Skills*	Number of Items		
		Scored	Developmental	Total
ESSAY				
(Holistically scored) †				
ENGLISH LANGUAGE SKILLS				
Word Choice	2	4		
Sentence Structure	4	12		
Grammar, Spelling, Capitalization, and Punctuation	10	19		
Total	**16**	**35**	**5**	**40**
READING				
Literal Comprehension	3	9		
Critical Comprehension	10‡	27		
Total	**13**	**36**	**5**	**41**
MATHEMATICS				
Arithmetic	13	12		
Algebra	17	16		
Geometry and Measurement	10	8		
Logical Reasoning	8	6		
Statistics, including Probability	9	8		
Total	**57**	**50**	**5**	**55**

*Includes, for some areas, subskills indicated in skill statements and tested independently on examination forms.

†See p. 14 for scoring conventions.

‡Includes one alternate skill format indicated in item specifications and skill statements.

BEST COPY AVAILABLE

Tests are developed according to these specifications and equated for each regular administration. Test security is maintained by administering multiple forms of the test. The different forms are created by varying the arrangement of the items. Braille, audiocassette, and large-print versions are also available.

All four subtests are administered in one session. Although the total time needed for all administration activities is approximately five hours, actual testing time is four hours. The additional time is required for checking in examinees, coding identifying information, distributing and collecting materials, reading directions for each subtest, and providing a short break. The order in which subtests are administered and the time allowed for the completion of each are shown below:

Essay	60 minutes
English Language Skills and Reading	80 minutes
Mathematics	90 minutes

Special considerations for examinees with disabilities are detailed in the *Institutional Test Administrator's Manual*.

For each academic year, a technical report is issued that summarizes student performance and provides detailed technical information concerning the psychometric aspects of the CLAST.

RESPONSIBILITY FOR THE ADMINISTRATION OF THE CLAST

By law, the Commissioner of Education maintains responsibility for the administration of the CLAST and may recommend a project award for carrying out specific administrative responsibilities concerning the CLAST. Such a project award has been approved by the State Board of Education for the Office of Instructional Resources, University of Florida, to function as the technical support contractor (TSC) for the CLAST. The TSC conducts many activities, including training the institutional test administrators (ITAs) who administer the test. Functions not assigned to the TSC are conducted by the Department of Education.

To ensure that all examinees have the same opportunity to demonstrate the extent to which they have attained the skills measured by the CLAST, the test must be administered in a standardized, secure, and professional manner in approved test centers throughout the state. Standardization begins with this *Test Administration Plan*, which identifies the specific administrative responsibilities assigned to the Department of Education, the TSC, and the ITA.

The Department of Education

The responsibilities of the Department of Education are to

1. approve all CLAST test centers;
2. serve as the public spokesperson for the testing program;
3. develop the *Test Administration Plan*;
4. approve each ITA appointment;
5. effect the assignment of selected responsibilities to the TSC;
6. monitor and verify the performance of the TSC;
7. monitor the biennial review of skills and recommend to the Commissioner of Education proposed changes in the skills;
8. approve specifications for the development of test items;
9. negotiate and monitor project awards for the development of test items;
10. review and approve test blueprints;
11. review and approve all test materials at each stage of development;
12. verify the accuracy of computer programs and score reports;
13. validate test scoring keys;
14. select and train persons to observe the administration of the test;
15. investigate alleged irregularities in the implementation of the *Test Administration Plan* or in the administration of the test, including alleged breaches of security;
16. review and process complaints from individuals or institutions;
17. approve the test administration manuals;
18. provide content for student information brochures and posters;
19. release statewide test results and other information relating to the testing program;
20. prepare a technical report in cooperation with the TSC; and
21. review and monitor the impact of CLAST standards.

The Technical Support Contractor

The responsibilities of the TSC are to

1. develop and maintain the item bank for the CLAST;
2. develop blueprints for forms of the test;
3. design and format test books, the answer folder, the administration manual(s), score reports, the score interpretation guide, student registration forms, and student information posters and brochures;
4. print all test materials;
5. disseminate test materials and provide for their return;
6. train ITAs;
7. direct the administration of the CLAST;
8. conduct item calibration, equating, and scale-score development;
9. score tests, including the essay, and validate computer-adaptive test scores;
10. provide score reports to individual examinees;
11. provide reports of test results to institutions and to the Department of Education;
12. analyze test results and recommend changes in the test and/or test procedures;
13. prepare a technical report in cooperation with the Department;
14. store test materials as required by the record retention schedule for CLAST materials;
15. maintain the CLAST administration database; and
16. provide technical assistance for ITAs using the CLAST database and history files.

The Institutional Test Administrator

The administration of the CLAST in each participating institution is coordinated and directed by one individual--the ITA. The appointment of an ITA is initiated by the institution, which recommends to the Department of Education a person who is experienced in the administration of secure, standardized examinations.

After approval by the Department of Education, the ITA is the principal contact for all matters relating to the CLAST and is accountable to the Department of Education for carrying out the assigned responsibilities, which are to

1. notify students about the examination, requirements for CLAST scores, registration requirements, and availability of special test conditions for examinees with disabilities;
2. receive applications from students to take the CLAST;
3. inform students of requirements for alternatives to CLAST and/or waivers; evaluate students' eligibility for alternatives and/or waivers;
4. verify that each applicant is a Florida student who needs CLAST scores to comply with statutory and SBE requirements;
5. give room assignments and admission tickets to students who will take the test;
6. identify and schedule test rooms as specified in the *Institutional Test Administrator's Manual*;
7. appoint room supervisors and proctors as specified in the *Institutional Test Administrator's Manual*;
8. train room supervisors and proctors in the use of materials provided by the TSC;
9. determine the special testing conditions to be provided for examinees with disabilities;
10. notify the TSC of the exact number of students registered for the CLAST and order test materials as specified in the *Institutional Test Administrator's Manual*;
11. observe all requirements for test security as specified in the *Test Administration Manual*;
12. ensure that the administration of the CLAST in each test room is conducted in detail according to procedures specified in the *Test Administration Manual*;
13. determine the eligibility of students to participate in alternate administrations;
14. make arrangements for eligible students approved by the ITA to take the CLAST in an institution other than their own;
15. coordinate requests from students for special administrations, including certifying to the Department of Education the eligibility of students who request special administrations of the CLAST;

BEST COPY AVAILABLE

16. coordinate requests for and determine the eligibility of examinees to take objective subtests at computer-adaptive test sites; and
17. receive and disseminate summary reports of test results within respective institutions.

Approved Test Centers

To be approved by the Department of Education as a test center for the CLAST, an institution must

1. have an approved ITA who is a qualified test administrator experienced in the administration of secure, standardized examinations;
2. have approved, secure facilities in which to store CLAST books while they are in the custody of the ITA;
3. agree to administer the CLAST in rooms that meet the criteria specified in the *Institutional Test Administrator's Manual*;
4. assume all costs of administering the CLAST to its students under conditions specified in the *Test Administration Manual*; and
5. administer the CLAST according to procedures specified by the Department of Education.

An institution that is not a test center for the CLAST may arrange with any of the approved CLAST test centers to administer the test to its eligible students. Institutions that elect this option must have an approved ITA and must assume all responsibilities associated with the CLAST, except for those involving the custody of test materials and the administration of the test to students. Regardless of where students are tested, it is the responsibility of the student's home institution to determine eligibility for testing, to register its students for the CLAST prior to the registration deadline, and, if a private institution, to submit payment of a $20 fee per student to the Department of Education. All arrangements must be approved by the Department of Education.

ADMINISTRATION GUIDELINES

Eligibility to Take the CLAST

Only those undergraduate students who are seeking either an associate in arts (A.A.) or a baccalaureate degree and who have completed 18 credit hours are eligible to participate in the CLAST administrations covered by this plan. In all cases, registration of students for the CLAST must be made at the institution that needs the scores.

Students may not retake any subtest for which they already have a passing score.

An examinee may retake an examination no sooner than the thirty-first (31st) day after the previous administration date, regardless of whether the previous administration was a regular administration, a special administration, a computer-adaptive (CAT) administration, or an administration for teacher candidates as part of the Florida Teacher Certification Examinations (FTCE). If an examinee does take a test before the thirty-first (31st) day, the score will be invalidated, and no score report will be mailed. Example: If an examinee fails a test taken on April 30, that examinee may not take that particular test again until May 31.

The Need for CLAST Scores

Since August 1, 1984, students in public institutions in Florida have been required to demonstrate achievement of the college-level communication and mathematics skills set forth in State Board of Education Rule 6A-10.316, FAC, for (1) the award of an associate in arts degree and (2) admission to upper-division status in a state university. Prior to January 1, 1996, the CLAST testing program was the only procedure used by the State of Florida to assess students' achievement of these skills. The 1997 Legislature modified Section 240.107, F.S., which permits Florida students to demonstrate achievement of college-level skills via alternate methods. Rule 6A-10.0311, FAC, lists the standardized test scores or the grade point average in specified courses required for alternatives to CLAST. For the purpose of this *Test Administration Plan*, the phrase "meeting college-level academic skills requirements" will mean either that the student earned passing scores on the CLAST or the student met one of the alternative methods.

Degree Requirement

The need to satisfy the college-level academic skills requirements is prescribed by State Board of Education Rules 6A-10.0312 and 6A-10.0314, FAC. Students in Florida's public postsecondary institutions are required to meet the college-level academic skills requirements before they may be awarded the associate in arts degree or be admitted to upper-division status at a state university. At state universities, students transferring from out of state who already have an A.A. degree must meet the college-level academic skills requirements to maintain enrollment and to be awarded a baccalaureate degree. Students who received an A.A. degree prior to September 1, 1982, **and** who were admitted to upper-level status before August 1, 1984, are required to present CLAST scores but are not required to meet the college-level academic skills requirements as a condition of receiving a baccalaureate degree. However, students who were awarded an A.A. degree prior to September 1, 1982, but who were **not** admitted to an upper-level instructional program prior to August 1, 1984, are required to meet the college-level academic skills requirements as a condition of admission to upper-level status and receipt of a baccalaureate degree. Refer to the Department of Education General Counsel opinion of June 30, 1988 (Appendix B), for further clarification.

Students seeking an undergraduate degree from a Florida institution who already have a baccalaureate degree are exempt from meeting the college-level academic skills requirements. (This does not apply to candidates for the Florida Teacher Certification Examinations.)

Responsibility for using the college-level academic skills requirements to satisfy the statutory requirements is vested by law in the respective community colleges and state universities. Although the exercise of that responsibility is governed by the Florida Statutes, SBE Rules, and Rules of the State Board of Regents, the

BEST COPY AVAILABLE

respective institution determines whether any given student needs to demonstrate attainment of college-level academic skills.

Any appeal by a student of a decision involving such use of his/her CLAST scores must be made through the process established by the institution for student appeals of other academic matters.

Students who have satisfied the college-level academic skills requirements on three of the four subtests and who are otherwise eligible may be enrolled in state universities for up to an additional 36 semester credits of upper-division coursework before they are required to pass the fourth subtest.

Independent institutions may make the CLAST available to their students either by meeting the criteria for an approved testing center or by making arrangements with an approved testing center. Rule 6A-10.0317, FAC, provides that private institutions may require CLAST scores as a condition of award of a degree.

Test Schedule

The CLAST is administered in institutions authorized by the Department of Education as test centers. Each year, regular administrations are scheduled for the first Saturday in October, the first Saturday in June, and the third Saturday in February. When the first Saturday in October is a religious holiday, the administration is conducted on the last Saturday in September. Alternate administrations are scheduled for the Tuesday following the regular administration.

Institutions may begin the CLAST registration period at any time, since some institutions may need to register students in the spring for the fall administration. However, the close of registration, as well as the test administration date, must be uniform throughout the state. The registration deadlines and regular and alternate administration dates for fall 1999 through summer 2001 are listed below.

Registration Deadline	Regular (Saturday) Test Date	Alternate(Tuesday) Test Date
September 3, 1999	October 2, 1999	October 5, 1999
January 21, 2000	February 19, 2000	February 22, 2000
May 5, 2000	June 3, 2000	June 6, 2000
September 8, 2000	October 7, 2000	October 10, 2000
January 19, 2001	February 17, 2001	February 20, 2001
May 4, 2001	June 2, 2001	June 5, 2001

Notifying and Registering Examinees

The ITA will provide all students with written notice of the examination. The notice will state the requirements for CLAST scores, the nature and purpose of the examination, the availability of special accommodations for examinees with disabilities, the date and time the test will be administered, and the responsibility of students to register for the test by the established deadline. A sample notification form containing the necessary information will be provided to each ITA by the TSC prior to each regular administration.

The ITA will give to each student to be tested a room assignment and an admission ticket which, when presented together with valid photo identification, will admit the student to the test room. No late, standby, or walk-in registrations are permitted.

Registration procedures must provide any student with a disability the opportunity to request special test conditions or materials. The name of the person or office at the institution the student should contact to arrange for special considerations must be provided.

Saturday Administration

There is one administration of the CLAST on the designated Saturday. Students are to be admitted to the Saturday administration based on the order in which their registration applications were received. Students unable to participate in the Saturday administration because of limitations of space or personnel may participate in the alternate administration. Students who cannot be accommodated during either the regular (Saturday) administration or the alternate (Tuesday) administration should be registered for the next regularly scheduled CLAST administration. Under extraordinary circumstances, a special administration may be requested for such students.

Additional Administrations

Alternate Administration

As required by Section 240.107(2), F.S., state universities and community colleges will provide an alternate administration of the CLAST. It will be conducted on the first Tuesday after the regular administration. Students may participate in the alternate administration if they were registered for the Saturday administration but could not participate because of

1. limitations of space or test personnel;
2. health or religious reasons;
3. temporary or active duty assignment in military service;
4. administrative error on the part of the institution;
5. participation in an authorized school-related function such as organized intercollegiate sports, debate, musical performances, etc., requiring their absence from the regular Saturday test administration; or
6. other circumstances approved by the ITA.

Special Administrations at Military Bases

The Department of Education may authorize a special administration of the CLAST at a military base outside the state of Florida if

1. the student or the student's spouse has been transferred out of Florida because of active or temporary assignment in military service, **and**
2. the student needs CLAST scores to receive a degree.

A written request for an administration of the CLAST at a military base must be submitted by the ITA to the Department of Education using the form provided in Appendix C, or a facsimile thereof.

NOTE: Special military administrations are not available to family members other than the military service member or the spouse of a military service member on active or temporary assignment.

Other Special Administrations

Under **extraordinary circumstances**, the Department of Education may allow an ITA to conduct a special administration of the CLAST according to the dates specified in Appendix D. Requests for special administrations of the CLAST should be limited by the ITA to only those students whose circumstances meet the following criteria:

1. the student has already taken but has not passed one or more subtests of the CLAST;
2. the scheduled special administration date will be no sooner than the thirty-first (31st) day after the previous administration date of the subtest(s) in question;
3. the student has fulfilled all other degree requirements; **and**
4. there are serious and compelling reasons why the student did not participate in the most recent regular administration and cannot wait until the next regular administration.

In each case, the ITA must submit a request for a special administration of the CLAST (see Appendix E) to the Administrator of Assessment and Evaluation Services, Department of Education. The request must be received by the Department by the deadline specified in Appendix D and must provide the following information: (1) an explanation of the student's extraordinary circumstances that prevented participation in the most recent regular administration, (2) indication of the subtest(s) requested, and (3) the student's name and Social Security number.

Computer-Adaptive Test (CAT) Administrations

Examinees may request to take one or more of the **multiple-choice** subtests at one of the sites that offer the computer-adaptive (CAT) version of the CLAST. The essay subtest is **not** available via computer-adaptive testing. An advance payment may be required for each administration. (Consult test sites for fee amounts.) An examinee may retake an examination no sooner than the thirty-first (31st) day after the previous administration date. If an examinee does take a test before the thirty-first (31st) day, the score(s) will be invalidated, and no score report will be mailed. An undergraduate student wishing to participate in the CAT must request written permission from the ITA of his or her "home" institution (the institution at which the student is enrolled in a degree-seeking program). An original, completed certification of eligibility in the form of Appendix F must be mailed to the CAT site administrator before the student may make an appointment for testing.

A list of computer-adaptive CLAST testing sites is provided in Appendix G. Since new sites may be added during the year, ITAs should check with the Department for current information on test sites.

Administrations in Institutions Other Than the Registering Institution

Students may request permission from their home institution to take the CLAST at another Florida institution, providing one of the following criteria is met:

1. the student is attending class at or near the other institution;
2. the student is representing the home institution in a scheduled activity at or near the other institution; or
3. the student would experience hardship if required to travel to the home institution.

The home institution has complete authority over submission of the student's request. (Some institutions have policies that preclude approval of such requests.)

BEST COPY AVAILABLE

If approval is granted, arrangements with the other institution are to be initiated by the ITA of the student's home institution and must be completed no later than the end of the registration period. The ITA of the student's home institution will complete a request for the student to take the CLAST at another institution (see Appendix H of this document or the form at the back of the *Institutional Test Administrator's Manual*) and send it to the ITA of the requested institution, who may accommodate the request but is not obligated to do so. The receiving ITA will complete the bottom portion of the form and return it to the ITA of the student's home institution.

Administrations in Custodial Institutions

If a student is confined to a custodial institution and needs CLAST scores for a degree, the ITA of the degree-granting institution should contact the Department of Education to discuss what arrangements can be made for testing the student.

Ordering Test Materials

The ITA is responsible for ordering test materials. An order form for test materials will be sent to each ITA by the TSC prior to the close of registration. The order shall be based on the actual number of students who have registered for the test, including any students being tested at the request of another ITA. The order must be made by telephone on the Wednesday following the close of registration and must be confirmed by mailing the order form as instructed by the TSC. The TSC will provide the requested number of test books, plus an overage.

Special Test Conditions for Examinees with Disabilities

Rule 6A-10.0311(5), FAC, provides for the adaptation of test materials and conditions so that each person who has a record of a physiological disorder that substantially impairs visual, auditory, manual, or speaking abilities, or who has a record of a learning disability, is afforded an opportunity to demonstrate achievement of the CLAST skills being measured.

The guidelines in the *Institutional Test Administrator's Manual* describe adaptations that are meant to parallel those existing in the instructional program of the examinee with a disability. The ITA is responsible for notifying students of the availability of test adaptations, receiving requests for adaptations, and arranging for such adaptations. Any student with a disability who cannot be tested effectively and accurately with one of the available test adaptations and who does not have a waiver as described in the next paragraph may be deemed to have satisfied any requirement to present a CLAST score if such certification is submitted by the vice president for academic affairs and is approved by the Department of Education.

Waivers from CLAST Subtests

Section 240.107(5), F.S., and SBE Rule 6A-10.0311(6), FAC, provide special consideration for students in public institutions who have a specific learning disability such that they cannot successfully complete one or more CLAST subtests. These students may appeal to an institutional committee for a waiver of the requirement to pass any applicable subtest(s) of the CLAST. If the criteria of the statute are met, the ITA will inform the Department of Education in writing of the granting of the waiver. The student's official transcript will show that a waiver was granted. The waiver is transferable to other institutions. Only state universities and community colleges have the authority to grant waivers recognized by public institutions. Refer to Appendix I for additional explanation of this point. Any questions concerning adaptations and waivers for students with disabilities should be directed to the Department of Education.

Section 240.107(6), F.S., and SBE Rule 6A-10.0311(7-13), FAC, permit an institutional president, under certain conditions, to grant a waiver from one or more of the CLAST subtests to students who repeatedly (at least four times) fail the subtest(s) for which a waiver is requested. Before such a waiver may be approved by an institutional president, the waiver must first have been recommended by majority vote of the institutional committee established to review waiver requests, in accordance with Section 240.107(6), F.S., and Rule 6A-10.0311 (7-13), FAC. Guidelines and forms developed and distributed by the Department (Appendix J) are to be used for reporting waivers to the Department. Attachment A, "List of CLAST Waivers Granted," is to be used to record waiver information on each waiver candidate and should be submitted to the Department as waivers are granted so that the Department's CLAST history file may be updated for each student. Attachment B, "CLAST Waiver Review Worksheet," is for institutional use in recording the total number of CLAST waivers granted per subtest. For more information on waiver reporting procedures, contact the Assessment and Evaluation Services Section of the Department of Education.

Test Security

Each ITA is responsible for the security of CLAST materials and for reporting breaches of security to the Department of Education. Violations of test security are defined and procedures for maintaining test security are described in Section 228.301, F.S.; in Rule 6A-10.042, FAC; and in the CLAST *Institutional Test Administrator's Manual*. Maintaining security must be considered when choosing the location(s) for handling and storing materials and when training test administrators, room supervisors, and proctors. If test materials are determined to be missing while in the possession of the institution, the ITA will investigate the cause of the discrepancy and provide the Department of Education with a report of the investigation within 30 calendar days of the initiation of the investigation. The report will include the nature of the situation, the time and place of the occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department of Education are authorized to conduct additional investigations.

The identity of each examinee must be ascertained by valid photo identification, preferably a driver's license or passport, and only those examinees whose names appear on the printed roster may be admitted to the testing room. If a student is suspected of cheating, or if other violations of test security are suspected, the ITA will report the incident as specified in the *Test Administration Manual* within 10 calendar days. (The Department's score invalidation procedures for individual cases are discussed on page 15.)

The ITA is responsible for notifying each person who has access to CLAST test booklets of the procedures for maintaining test security. Each person is also to be provided with a copy of the statute and rule governing test security, which provide that anyone violating the law may be guilty of a misdemeanor of the first degree and, upon conviction, shall be fined not more than $1,000 or be imprisoned for not more than 90 days. See Rule 6A-10.042(1)(g), FAC, and Section 228.301(2), F.S., for further information on test security.

If the Department of Education, through an investigation, determines that an institution does not fulfill its responsibilities as a testing center for the CLAST, the Department will assume responsibility for the administration of the CLAST in that institution until such time as the institution requalifies as a testing center for the CLAST. Alternatively, the Department may withdraw approval of the institution as a test site.

Testing Fees

Section 240.107(7), F.S., and Rule 6A-10.0317, FAC, allow the Department of Education to charge each private college or university whose students take the CLAST at their home institution or at any other institution statewide a nonrefundable fee of $20.00 per examinee for the cost of scoring and reporting the results of the test. Approximately six weeks after the test administration date, the Department of Education will send a request for payment; **the fee is payable upon receipt of the request**. The ITA at each private institution is responsible for ensuring that the invoice from the Department is processed in a timely manner. Section 240.107(8), F.S., allows the Department to collect fees for special administrations of the CLAST.

SCORING AND REPORTING RESULTS

Scoring Conventions

Each objective (multiple-choice) subtest is scored if the examinee has attempted any part of the subtest by recording at least one response on the answer sheet. (This condition does not apply to computer-adaptive tests; see the *Test Administration Manual* for the CLAST-CAT for details.) For each objective subtest, the raw score (number of items correct) is converted to a scale score, which is reported to the examinee and to the examinee's home institution for recording in the student's permanent record. Unlike raw scores, which are affected by fluctuations in test difficulty, scale scores can be interpreted to represent equivalent levels of achievement regardless of the test form.

The essay is scored only if, in the judgment of two readers, the examinee has attempted to write on one of the two topics presented. An essay score is the sum of the ratings of two readers who judge an essay on a point scale of one through six. If the two individual ratings differ by more than one point, the essay will be read by a third person, a referee, whose rating will replace one of the initial ratings. If the readers judge that an examinee's essay does not address either of the topics presented, an "OT," for "off topic," instead of a numeric score will be printed on the student's score report and on the report sent to the home institution.

If an examinee does not attempt a subtest of the CLAST, an "NT," for "not tested," instead of a numeric score will be printed for that subtest on the student's score report.

Scoring conventions are described in detail in the technical report published by the Department of Education.

Passing Scores

As required by Florida Statutes, the SBE has established as standards for performance on the communication and computation skills in Rule 6A-10.0316, FAC, the passing scores on the four subtests of the CLAST. The scores adopted by the SBE were proposed by the State-Level Panel on CLAST Standards and were recommended by the Commissioner of Education. The passing scores were originally adopted by the SBE on March 6, 1984, and have been amended several times since. They are based on a score scale that was established by the Department of Education using data from the October 1982 administration of the CLAST.

	Essay	ELS	Reading	Mathematics
August 1, 1984 - July 31, 1986	4	265	260	260
August 1, 1986 - July 31, 1989	4	270	270	275
August 1, 1989 – September 30, 1991	4	295	295	285
October 1, 1991 – September 30, 1992	5*	295	295	290
October 1, 1992 and thereafter	6	295	295	295

The passing score requirements are specific to the date on which a student **first** takes any subtest of the CLAST. For example, an examinee who first took the test in June 1986 is required to meet the first set of passing scores.

*Because of a revision in the essay scoring scale, a total score of 5 on any essay subtest administered on or after October 1, 1991, is equivalent to a total score of 4 on any subtest administered before October 1991. Therefore, a score of 4 on or after October 1, 1991, does not meet the passing standard for retake examinees first tested before October 1991. For those examinees, a score of 5 is required.

Verification of Score Reports

Students who have questions about their score reports are to begin their inquiry by contacting the person or office named in the score report. If a student feels that the test was inaccurately scored, he or she may request verification of the score report by the TSC.

Requests for the verification of score reports must be made within 90 days of the test administration date by using the Score Review Form printed in the Score Interpretation Guide. Requests are to be directed to the TSC and must be accompanied by a money order for ten dollars ($10.00) payable to the University of Florida. Personal checks and currency are not acceptable, and requests postmarked after the deadline will be returned.

The verification of the essay score is limited to ascertaining that the score report accurately reflects the ratings assigned by the trained readers of the essay. The verification of scores on the other subtests is limited to determining that the examinee had coded the correct form code on the answer folder and to scoring by hand the answer sheet for the subtest(s) in question.

Any score change resulting from the score verification will be reported by the TSC to the examinee requesting the verification, to the institution(s) which received the score report, and to the Department of Education.

Cancellation of Scores

Scores on the CLAST will be canceled for an examinee or group of examinees if the Department of Education determines that an individual or group irregularity in the administration of the test has invalidated the scores of the student(s) involved.

Occasionally, irregularities in examinees' test scores, in examinees' test materials, or in certain test administration procedures may lead the Department to investigate individual cases to resolve questions about the reported irregularities. When the Department has reason to question the authenticity of examinees' test materials and/or to suspect that examinees have violated other test security provisions, the case(s) in question will be presented to a special review committee convened by the Department. If, after review of test administration materials and other evidence, the committee by consensus determines that an examinee's scores for a particular administration should be invalidated, all the scores reported under the examinee's name and social security number for the period in question will be deleted from the record, and the examinee, along with the ITA and the registrar of the examinee's home institution, will be notified in writing forthwith. Notification is sent to the examinee via certified U.S. mail. For additional information on score invalidation procedures, contact the Assessment and Evaluation Services Section of the Department of Education.

Recording CLAST Scores

As required by Rule 6A-10.024(15), FAC, the score a student earns on each of the four subtests of the CLAST is to be recorded in the student's transcript. The date first tested should also be retained in the student's permanent record. Scores on the CLAST are transmitted officially from one institution to another via the transcript issued by the institution at which the student registered to take the test.

Reports of Results

Examinees' score reports will be sent approximately five weeks after the test administration by the TSC to the address coded on the answer folder. Undeliverable score reports will be sent to the institution at which the student registered to take the test. **Neither the TSC nor the Department of Education will issue duplicate score reports to individual students.**

Student score summaries are available through the Florida Information Resource Network (FIRN) to authorized users. If an institution cannot access or needs verification of a student's CLAST scores, the ITA should request the scores from the Department of Education. Only original or facsimile requests will be accepted. All responses will be written. Scores of students who are coded as teacher candidates will be released to the testing office or ITA only with a written authorization from the student allowing the Department of Education to release the scores.

Each institution receives statewide summaries and its own institutional reports as well as a list of its students' demographic information and item response data on computer tape, floppy disk, microfiche, or a hard copy list. A data tape format and a test blueprint showing item/skill correspondence are provided.

The reports listed below are generated by the TSC.

I. Individual Student Reports, which contain scale scores for the objective subtests, the percent of items correct in each broad skill area for each objective subtest, and a score on the essay subtest

II. Statewide Reports
   A. Preliminary summary statistics (means, medians, standard deviations) and frequency distributions by subtest
      1. First-time examinees in public institutions
      2. First-time examinees in independent institutions
      3. Native university students
      4. Transfer students in universities
      5. Retakes
      6. By racial/ethnic group (White, Black, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native, and Nonresident Alien)
      7. By gender and by racial/ethnic group within gender

   B. Master alphabetical roster with examinees' names, scores, Social Security numbers, and pass/fail status for each subtest

   C. Item analyses and technical data

   D. Percent of examinees meeting standards
      1. First-time examinees in public institutions
      2. First-time examinees in independent institutions
      3. Retake examinees in public institutions
      4. Retake examinees in independent institutions
      5. Reports #1-4 above by gender and racial/ethnic group

III. Institutional Reports

A. Preliminary summary statistics and frequency distributions by subtest as produced for statewide reports
B. An alphabetical roster of examinees' names, scores, Social Security numbers,and pass/fail status for each subtest
C. Student demographic and item response data
D. Percent of examinees meeting standards as produced for the statewide reports
E. Broad skill performance analysis

Any individual, institution, or agency that wishes to use the statewide data for research purposes must request the data from the Department of Education.

228.301 Test security.—

(1) It is unlawful for anyone knowingly and willfully to violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education to students, educators, or applicants for certification or administered by school districts pursuant to s. 229.57, or, with respect to any such test, knowingly and willfully to:

(a) Give examinees access to test questions prior to testing;

(b) Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;

(c) Coach examinees during testing or alter or interfere with examinees' responses in any way;

(d) Make answer keys available to examinees;

(e) Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;

(f) Fail to follow test administration directions specified in the test administration manuals; or

g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.

(2) Any person who violates this section is guilty of a misdemeanor of the first degree, punishable by a fine of not more than $1,000 or imprisonment for not more than 90 days, or both.

(3) A district superintendent of schools, a president of a community college, a president of a university, or a president of a private postsecondary institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

History.—s. 17, ch. 86-156; s. 1, ch. 90-99.

229.053 General powers of state board.—

(1) The State Board of Education is the chief policymaking and coordinating body of public education in Florida. It has the general powers to determine, adopt, or prescribe such policies, rules, regulations, or standards as are required by law or as it may find necessary for the improvement of the state system of public education. Except as otherwise provided herein, it may, as it shall find appropriate, delegate its general powers to the Commissioner of Education or the directors of the divisions of the department.

(2) The board has the following duties:

. . .

(d) To adopt for public universities and community colleges, and from time to time modify, minimum and uniform standards of college-level communication and computation skills generally associated with successful performance and progression through the baccalaureate level; to approve tests and other assessment procedures which measure student achievement of those skills; and to identify college-preparatory high school coursework and postsecondary-level coursework that prepares students with the academic skills necessary to succeed in postsecondary education; . . .

History.—

ss. 15, 31, 35, ch. 69-106; s. 1, ch. 75-19; s. 107, ch. 79-222; s. 2, ch. 81-162; s. 1, ch. 82-46; s. 3, ch. 82-180; s. 2, ch. 83-265; s. 6, ch. 84-94; ss. 1, 2, ch. 91-37; s. 2, ch. 91-55; s. 32, ch. 91-109; s. 5, ch. 91-429; s. 3, ch. 94-310; s. 3, ch. 95-411; s. 4, ch. 96-186; s. 84, ch. 97-190.

229.551 Educational management.—

. . .

(3) As a part of the system of educational accountability, the department shall:

. . .

(f) Maintain a listing of college-level communication and computation skills defined by the Articulation Coordinating Committee as being associated with successful student performance through the baccalaureate level and submit the same to the State Board of Education for approval.

(g) Maintain a listing of tests and other assessment procedures which measure and diagnose student achievement of college-level communication and computation skills and submit the same to the State Board of Education for approval.

(h) Maintain for the information of the State Board of Education and the Legislature a file of data compiled by the Articulation Coordinating Committee to reflect achievement of college-level communication and computation competencies by students in state universities and community colleges.

(i) Develop or contract for, and submit to the State Board of Education for approval, tests which measure and diagnose student achievement of college-level communication and computation skills. Any tests and related documents developed are exempt from the provisions of s. 119.07(1). The commissioner shall maintain statewide responsibility for the administration of such tests and may assign administrative responsibilities for the tests to any public university or community college. The state board, upon recommendation of the commissioner, is authorized to enter into contracts for such services beginning in one fiscal year and continuing into the next year which are paid from the appropriation for either or both fiscal years.

(j) Perform any other functions that may be involved in educational planning, research, and evaluation or that may be required by the commissioner, the State Board of Education, or law.

History.—

s. 8, ch. 68-13; s. 1, ch. 69-300; s. 13, ch. 72-221; s. 3, ch. 75-302; s. 2, ch. 76-223; s. 108, ch. 79-222; s. 2, ch. 81-193; s. 2, ch. 82-180; s. 3, ch. 83-325; s. 50, ch. 84-336; s. 40, ch. 85-80; s. 10, ch. 85-109; s. 1, ch. 86-225; s. 47, ch. 87-329; s. 1, ch. 88-18; s. 20, ch. 89-189; s. 57, ch. 89-381; s. 56, ch. 90-360; s. 10, ch. 91-283; s. 68, ch. 92-136; s. 1, ch. 95-243; s. 75, ch. 96-406; s. 3, ch. 97-246; s. 6, ch. 97-307.

240.107 College-level communication and computation skills examination.—

(1) It is the intent of the Legislature that the examination of college-level communication and computation skills provided in s. 229.551 serve as a mechanism for students to demonstrate that they have mastered the academic competencies prerequisite to upper-division undergraduate instruction. It is further intended that the examination serve as both a summative evaluation instrument prior to student enrollment in upper-division programs and as a source of information for student advisers. It is not intended that student passage of the examination supplant the need for a student to complete the general education curriculum prescribed by an institution.

(2) State universities and community colleges shall conduct a minimum of two administrations, one of which may consist of an alternative administration, of the college-level communication and computation skills examination per academic term. Such administrations shall be available to all lower-division students seeking associate in arts or baccalaureate degrees upon completion of at least 18 semester hours or the equivalent. State universities and community colleges shall report at a minimum the examination scores of all students tested at each administration of the college-level communication and computation skills examination.

(3) No state university or community college shall confer an associate in arts or baccalaureate degree upon any student who fails to complete successfully the examination of college-level communication and computation skills. Students who received their associate in arts degree prior to September 1, 1982, shall be exempt from the provisions of this subsection.

(4) The State Board of Education, by rule, shall set the minimum scores that constitute successful completion of the examination. In establishing the minimum scores that constitute successful completion

BEST COPY AVAILABLE

of the examination, the State Board of Education shall consider any possible negative impact of the tests on minority students. Determinations regarding a student's successful completion of the examination shall be based on the minimum standards prescribed by rule for the date the student initially takes the examination.

(5) Any student who, in the best professional opinion of the university, has a specific learning disability such that the student can not demonstrate successful completion of one or more sections of the college-level communication and computation skills examination and is achieving at the college level in every area except that of the disability, and whose diagnosis indicates that further remediation will not succeed in overcoming the disability, may appeal through the appropriate dean to a committee appointed by the president or vice president for academic affairs for special consideration. The committee shall examine the evidence of the student's academic and medical records and may hear testimony relevant to the case. The committee may grant a waiver for one or more sections of the college-level communication and computation skills examination based on the results of its review.

(6) Each community college president and university president shall establish a committee to consider requests for waivers from the provisions of subsection (3). The committee shall be chaired by the chief academic officer of the institution and shall have four additional members appointed by the president: a member of the mathematics department, a member of the English department, the institutional test administrator, and a fourth faculty member from a department other than English or mathematics. Any student who has taken a subtest of the examination required by this section at least four times and has not achieved a passing score, but has otherwise demonstrated proficiency in coursework in the same subject area, may request a waiver from that particular subtest. Waivers shall be considered only after students have been provided test adaptations or other administrative adjustments to permit the accurate measurement of the student's proficiency in the subject areas measured by the examination authorized in this section. The committee shall consider the student's educational records and other evidence as to whether the student should be able to pass the subtest under consideration. A waiver may be recommended to the president upon majority vote of the committee. The president may approve or disapprove the recommendation. The president may not approve a request which the committee has disapproved. If a waiver for a given subtest is approved, the student's transcript shall include a statement that the student did not meet the requirements of subsection (3) and that a waiver was granted.

(7) The State Board of Education, by rule, shall establish fees for the administration of the examination to private postsecondary students.

(8) The State Board of Education, by rule, shall establish fees for the administration of the examination at times other than regularly scheduled dates to accommodate examinees who are unable to be tested on those dates. The board shall establish the conditions under which examinees may be admitted to the special administrations.

(9) Any student fulfilling one or both of the following requirements before completion of associate in arts degree requirements or baccalaureate degree requirements is exempt from the testing requirements of this section:

(a) Achieves a score that meets or exceeds a minimum score on a nationally standardized examination, as established by the Articulation Coordinating Committee; or

(b) Demonstrates successful remediation of any academic deficiencies identified by the college placement test and achieves a cumulative grade point average of 2.5 or above, on a 4.0 scale, in postsecondary-level coursework identified by the Postsecondary Education Planning Commission. The Department of Education shall specify the means by which a student may demonstrate successful remediation.

Any student denied a degree prior to January 1, 1996, based on the failure of at least one subtest of the CLAST may use either of the alternatives specified in this subsection for receipt of a degree if such student meets all degree program requirements at the time of application for the degree under the exemption provisions of this subsection. This section does not require a student to take the CLAST before being given the opportunity to use any of the alternatives specified in this subsection. The exemptions provided herein do not apply to requirements for certification as provided in s. 231.17.

History.—
s. 21, ch. 86-145; s. 11, ch. 90-99; s. 23, ch. 90-288; s. 4, ch. 90-302; s. 24, ch. 95-148; s. 5, ch. 95-411; s. 6, ch. 97-169; s. 8, ch. 97-246.

240.233 Universities; admissions of students.—

Each university shall govern admissions of students, subject to this section and rules of the Board of Regents.

. . .

(6) Rules of the State Board of Education shall require the use of scores on tests of college-level communication and computation skills provided in s. 229.551 as a condition for admission of students to upper-division instructional programs from community colleges, including those who have been awarded associate in arts degrees. Use of such test scores as an admission requirement shall extend equally and uniformly to students enrolled in lower divisions in the State University System and to transfer students from other colleges and universities. The tests shall be required for community college students seeking associate in arts degrees and students seeking admission to upper-division instructional programs in the State University System. The use of test scores prior to August 1, 1984, shall be limited to student counseling and curriculum improvement.

. . .

History.—
s. 18, ch. 79-222; s. 4, ch. 82-180; s. 11, ch. 83-325; s. 22, ch. 86-145; ss. 10, 18, ch. 87-212; s. 7, ch. 89-381; s. 1, ch. 90-18; s. 5, ch. 90-365; s. 36, ch. 95-148; s. 5, ch. 95-243; s. 12, ch. 97-77.

240.239 Associate in arts degrees; issuance.—

(1) The purpose of this section is to require state universities to present associate in arts certificates upon request to qualified students.

(2) Students at state universities may request associate in arts certificates if they have successfully completed the minimum requirements for the degree of associate in arts (A.A.).

(3) An associate in arts degree shall not be granted unless a student has successfully completed minimum requirements for college-level communication and computation skills adopted by the State Board of Education and 60 academic semester hours or the equivalent within a degree program area, with 36 semester hours in general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, consistent with the general education requirements specified in the articulation agreement pursuant to s. 240.115.

History.—
ss. 1, 2, 3, 4, ch. 71-178; s. 28, ch. 79-222; s. 5, ch. 82-180; s. 7, ch. 95-243.

Note.—Former s. 241.478.

240.3215 Community college district board of trustees; degrees and certificates; tests for certain skills.—

(1) Each board of trustees shall adopt rules establishing student performance standards for the award of degrees and certificates.

(2) Each board of trustees shall require the use of scores on tests for college-level communication and computation skills provided in s. 229.551 as a condition for graduation with an associate in arts degree.

History.—
s. 23, ch. 83-326; s. 5, ch. 97-100.

6A-10.024 Articulation Between Universities, Community Colleges, and School Districts.

(17) Standard transcript. The Articulation Coordinating Committee shall maintain a standard format for universities and community colleges to record the performance and credits of students. Each such transcript shall include all courses in which a student enrolls each term, the status in each course at the end of each term, all grades and credits awarded, College-Level Academic Skills Test scores, and a statement explaining the grading policy of the institution. The Articulation Coordinating Committee shall collaborate with the Division of Public Schools in the development of a standard format on which district school systems shall record the performance and credits of students.

...

Specific Authority 229.053(1), 240.115(1) FS.
Law Implemented 228.093(3)(d), 229.053(2)(c), 229.551(1)(f), 229.555(2), 229.814(5), 240.115, 240.116, 246.013 FS.
History–New 5-5-75, Amended 10-7-75, 6-8-76, 8-22-77, 12-26-77, 3-28-78, 5-10-78, 7-2-79, 2-27-80, 5-27-81, 1-6-83, 4-5-83, 6-28-83, 1-9-85, Formerly 6A-10.24, Amended 8-4-86, 5-18-88, 5-29-90, 7-30-91, 10-4-93, 5-3-94, 1-2-95, 9-30-96.

6A-10.030 Other Assessment Procedures for College-Level Communication and Computation Skills.

(1) In addition to tests that may be adopted by the State Board to measure student achievement in college-level communication and computation skills, pursuant to Section 229.053(2)(d), Florida Statutes, other assessment procedures shall be measured by completion of coursework in English and mathematics.

(2) Prior to receipt of an Associate of Arts degree from a public community college or university or prior to entry into the upper division of a public university, a student shall complete successfully the following:

(a) Twelve (12) semester hours of English coursework in which the student is required to demonstrate writing skills. For the purposes of this rule, an English course is defined as any semester-length course within the general study area of the humanities in which the student is required to produce written work of at least six thousand (6,000) words.

(b) Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes of this rule, applied logic, statistics and other such computation coursework which may not be placed within a mathematics department may be used to fulfill three (3) hours of the six (6) hours required by this section.
For the purposes of this rule, a grade of C or higher shall be considered successful completion.

(c) Students awarded college credit in English based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction pursuant to Rule 6A-10.024, FAC., and students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through one (1) or more of the acceleration mechanisms in Rule 6A-10.024, FAC., shall be considered to have satisfied the requirements in Rule 6A-10.030(2), FAC., to the extent of the college credit awarded.

(3) Exemptions and waivers.

(a) Any student who completes the first six (6) hours of the English coursework required by this rule with a grade point average of 4.0 may waive completion of the remaining six (6) hours until after entry into the upper division of a university and shall be considered eligible for an Associate of Arts degree, notwithstanding the provisions of Rule 6A-10.030(2)(a), FAC.

(b) Any public community college or university desiring to exempt its students from the requirements of Rule 6A-10.030(2), FAC., shall submit an alternative plan to the State Board of Community Colleges or Board of Regents, respectively. Upon approval of the plan by the respective board, the plan shall be submitted to the State Board. Upon approval by the State Board, said plan shall be deemed effective in lieu of the requirements of Rule 6A-10.030(2), FAC.

Specific Authority 229.053(1), (2)(d) FS.
Law Implemented 229.053(2)(d) FS, Section 15, Chapter 87-212, Laws of Florida.
History–New 1-11-82, Formerly 6A-10.30, Amended 6-8-88.

6A-10.0311 Assessment of Student Attainment of College-Level Communication and Computation Skills.

(1) The skills in Rule 6A-10.0316, FAC., shall be used by the Articulation Coordinating Committee as the basis for the development of specifications for test items.

(2) The specifications shall be used by the Articulation Coordinating Committee as the basis for the development of tests and other assessment procedures to measure the level of student attainment of the skills.

(3) The College-Level Academic Skills Test, an achievement test developed by the Department pursuant to Section 229.551(3)(i), Florida Statutes, to measure the level of attainment of college-level communication and computation skills listed in Rule 6A-10.0316, FAC., is approved and designated for use in community colleges and state universities. Scores on the reading, writing, and computation subtests shall be reported on the score scale which was established by the Department in the October, 1982 test administration. From October 1, 1982 through September 30, 1991, scores on the essay shall be reported on a four (4) point score scale established by the Department in the October, 1982 test administration. Beginning October 1, 1991, scores on the essay shall be reported on a six (6) point scale established by the Department in the October, 1991 test administration. For purposes of the requirements of Section 240.107(4), Florida Statutes, a total score of four on a four point score scale shall be considered equivalent to a total score of five on a six point score scale for students retaking the essay portion of the examination.

(4) Admission criteria for the College-Level Academic Skills Test shall be specified by the Commissioner in the Test Administration Plan.

(5) A person required to take the College-Level Academic Skills Test who has a record of physiological disorder(s) which substantially impairs that person's visual, auditory, manual or speaking abilities or who has a record of a learning disability shall be deemed to have satisfied any requirement to present a score on any-subtest which has not been modified in administration so as best to ensure that the performance of the person on the subtest accurately reflects the person's achievement of the skill being measured, rather than the person's impaired abilities. The test modifications may include but are not limited to the following:

(a) Flexible scheduling. The person may be administered a subtest during several brief sessions, so long as all testing is completed on the test administration date.

(b) Flexible setting. The person may be administered a subtest individually or in a small group setting by a proctor rather than in a classroom or auditorium setting.

(c) Recording of answers. The person may mark answers in a test booklet, type the answers by machine, or indicate selected answers to a test proctor. The proctor may then transcribe the person's responses onto a machine-scorable answer sheet.

(d) Revised format. The person may use a large print booklet, a Braille test booklet, or a magnifying device.

(e) Auditory aids. The person may use audio devices. A tape recorded version of appropriate portions of the test may be used, along with a printed copy. Appropriate portions of the test may be read to the student by a narrator.

BEST COPY AVAILABLE

(6) Each college and university shall establish a committee for the purpose of evaluating requests for exemption from the testing requirements of this rule which are submitted by students with specific learning disabilities. Each institution shall adopt its own procedures for implementing the provisions of this Subsection and Section 240.107(5), Florida Statutes. The student shall have the right to appeal the findings of the committee directly to the president of the institution. Once a waiver is granted by an institution, the waiver is transferable to other institutions.

(7) Each community college president and university president shall establish a committee to consider requests for waivers from the testing requirements of this rule for students other than those with specific learning disabilities. The committee shall be chaired by the chief academic officer of the institution and shall have four (4) additional members appointed by the president which shall include a member of the mathematics department, a member of the English department, the institutional test administrator, and a fourth faculty member from a department other than English or mathematics. The terms of office of the committee members and the meeting times and conditions shall be established by the president. However, as part of the process of determining whether to recommend a waiver from the provisions of Section 240.107(3), Florida Statutes, the committee shall conduct a personal interview with each student requesting a waiver.

(8) Any student who has taken any of the four (4) subtests of the College-Level Academic Skills Test at least four (4) times and has not earned a passing score on the subtest but has otherwise earned a minimum grade point average of 2.0 in all college credit courses in that same subject area and met the requirements defined in Rule 6A-10.030, FAC., for that area may appeal to the committee described in Subsection (7) of this rule for a waiver from that subtest. In considering the request, the committee shall review the student's academic records and such other information as may be appropriate.

(9) The committee described in Subsection (7) of this rule shall determine whether the student's inability to pass the reading, English language skills, or essay subtest is due to the student having English as second or foreign language. If the student has completed instructional programs for English as a second language or English as a foreign language with a minimum grade point average of 2.0, and has otherwise earned a minimum grade point average of 2.0 in all college credit courses in the subtest area as that for which a waiver is being considered, and has met the requirements of Rule 6A-10.030, FAC., for that area, then a waiver may be considered.

(10) In considering a request for a waiver from any subtest, the committee described in Subsection (7) of this rule shall determine whether the student has demonstrated sufficient effort to pass the subtest and has satisfactorily completed remediation studies related to the failed subtest in addition to meeting the requirements in Subsections (8) and (9) of this rule. Waivers shall not be granted under any circumstance unless the student first has demonstrated effort to learn the required skills to the level required by the subtest.

(11) If the committee described in Subsection (7) of this rule recommends by majority vote that a waiver be given for a specified subtest, such recommendation shall be accompanied by documentation that the student has acquired the skills to the level required by the subtest and statements of explanation or justification to be considered by the president who then may approve or disapprove the recommendation. If a waiver is granted, the student's official college or university transcript shall include a statement that the student did not meet the requirements of Section 240.107(3), Florida Statutes, for an identified subtest, and a waiver was granted.

(12) Each institution granting waivers to students under the provisions of this rule shall provide information about the students receiving waivers to the Department of Education in accordance with procedures established by the Commissioner of Education. This information shall include documentation of the student's name and social security number, the test section waived, and the reasons for the waiver.

(13) A community college shall not grant a waiver unless it is in conjunction with the awarding of the associate in arts degree.

(14) Pursuant to Section 240.107(9)(a), Florida Statutes, any student fulfilling one or more of the following requirements before completion of the associate in arts degree requirements or baccalaureate degree requirements is exempt from the testing requirements of this rule:

(a) Students may present scores from the Scholastic Achievement Test (SAT-I) as follows:

1. Quantitative. Students who have earned a quantitative score of five hundred (500) or above on the recentered score scale of the Scholastic Achievement Test (SAT-I), or its equivalent on the original score scale, shall be exempt from the computation section of the College-Level Academic Skills Test.

2. Verbal. Students who have earned a verbal score of five hundred (500) or above on the recentered score scale of the Scholastic Achievement Test (SAT-I), or its equivalent on the original score scale, shall be exempt from the Reading, English Language Skills, and Essay sections of the College-Level Academic Skills Test.

(b) Students may present scores from the American College Testing Program (ACT) as follows:

1. Mathematics. Students who have earned a score of twenty-one (21) or above on the Enhanced American College Testing Program in mathematics, or its equivalent on the original ACT, shall be exempt from the Computation section of the College-Level Academic Skills Test.

2. English. Students who have earned a score of twenty-two (22) or above on the Enhanced American College Testing Program in Reading, or its equivalent on the original ACT, shall be exempt from the Reading section of the College-Level Academic Skills Test. Students who have earned a score of twenty-one (21) or above on the American College Testing Program in English, or its equivalent on the original ACT, shall be exempt from the English Language Skills and Essay sections of the College-Level Academic Skills Test.

(c) Students who have earned a grade point average of 2.5 or above on a 4.0 grade scale in selected postsecondary level courses shall be exempted from one or more sections of the College-Level Academic Skills Test, as specified below. Each postsecondary institution shall establish its own policies for the evaluation of students' coursework when that student earned credits from an institution other than a Florida public community college or university.

1. To exempt the English Language Skills, Reading and Essay sections of the College-Level Academic Skills Test, the student must have earned a 2.5 grade point average in two (2) courses for a minimum of six (6) semester hours of credit from: ENC 1101, English I and ENC 1102, English II or other equivalent college-level English course.

2. To exempt the Computation section of the College-Level Academic Skills Test, the student must have earned a 2.5 grade point average in two (2) courses for a minimum of six (6) semester hours of credit from:

a. Option 1. The student shall complete any two (2) of the following: MAC*102 College Algebra or any other MAC course with the last three digits being higher than 102; MGF*202 Finite Mathematics or any other MGF courses with the last three digits being higher than 202; or STA*014 Statistical Methods or any other STA course.

b. Option 2. The student shall complete any two (2) of the following: MGF*113 Topics in College Mathematics I; MGF*114 Topics in College Mathematics II; or MGF*118 Mathematics CLAST Review.

c. Option 3. MGF*113 Topics in College Mathematics I, and MAC*102 College Algebra.

(15) Students who do not initially earn passing scores on the Scholastic Achievement Test (SAT-I) or the American College Testing Program may submit scores earned on other administrations

of the tests as long as subsequent scores are not earned within thirty (30) days of the preceding score.

(16) Pursuant to Section 240.107(9), Florida Statutes, any student denied a degree based on the failure of at least one (1) subtest of the CLAST may use any of the alternatives specified in this rule for receipt of a degree if such student meets all degree program requirements at the time of application for the degree under the exemption provisions of this rule. This provision does not require a student to take the CLAST before being given the opportunity to use any of the alternatives specified in this rule. The exemptions provided herein do not apply to requirements for teacher certification as provided in Section 231.17, Florida Statutes.

(17) For purposes of evaluating student grade point averages to implement the provisions of subsection (14) of this rule, each postsecondary institution may determine how to make allowances for students who have earned credits in Advanced Placement, College-Level Examination, and International Baccalaureate Programs.

Specific Authority 229.053(1), (2)(d) FS.
Law Implemented 229.053(2)(d), 229.551(3)(i), 240.107(9), 240.239(3) FS.
History–New 9-3-81, Amended 5-25-82, 10-7-82, 12-7-82, 12-20-83, 3-28-84, Formerly 6A-10.311, Amended 4-13-88, 4-1-91, 8-19-91, 10-18-94, 11-25-97.

6A-10.0312 Minimum Standards of College-Level Communication and Computation Skills.

(1) The following scale scores on the College-Level Academic Skills Test define the minimum levels of attainment of the communication and computation skills included in Rule 6A-10.0316, FAC., that are required on each subtest during each of the designated periods of time to satisfy the minimum standards of the State Board.

(a) Reading. From August 1, 1984, through July 31, 1986, the scale score shall be 260. From August 1, 1986, through July 31, 1989, the scale score shall be 270. Beginning August 1, 1989, the scale score shall be 295.

(b) Writing. From August 1, 1984, through July 31, 1986, the scale score shall be 265. From August 1, 1986, through July 31, 1989, the scale score shall be 270. Beginning August 1, 1989, the scale score shall be 295.

(c) Computation. From August 1, 1984, through July 31, 1986, the scale score shall be 260. From August 1, 1986, through July 31, 1989, the scale score shall be 275. From August 1, 1989, through September 30, 1991, the scale score shall be 285. From October 1, 1991, through September 30, 1992, the scale score shall be 290. Beginning on October 1, 1992, the scale score shall be 295.

(d) Essay. From August 1, 1984, through September 30, 1991, the scale score shall be a total of 4. From October 1, 1991, through September 30, 1992, the scale score shall be a total of 5. Beginning on October 1, 1992, the scale score shall be a total of 6.

(e) The scale scores described in this rule shall be equivalent to those specified in Rule 6A-10.0311(3), FAC.

(2) The Commissioner shall approve procedures for reviewing the minimum standards and shall recommend changes in the minimum standards to adjust to changes in the level of attainment of communication and computation skills being achieved by students in community colleges and state universities and to changes in the definition of the college-level skills included in Rule 6A-10.0316, FAC.

Specific Authority 229.053(1), (2)(d), 240.107(4) FS.
Law Implemented 229.053(2)(d), 240.233(6), 240.239(3), 240.325(3), 240.3215(2) FS.
History–New 9-3-81, Amended 9-29-82, 3-28-84, Formerly 6A-10.312, Amended 4-13-88, 10-17-89, 5-2-90, 8-19-91, 10-18-94.

6A-10.0314 Applications of College-Level Communication and Computation Skills in State Universities and Community Colleges.

(1) The communication and computation skills included in Rule 6A-10.0316, FAC., shall be taken into account by each state university and community college awarding an associate of arts degree in the establishment of student performance standards for the award of that degree; provided, however, that no associate of arts degrees shall be awarded after the October 1982 administration of the College-Level Academic Skills Test to students who do not present scores earned on that test; and provided, further, that beginning August 1, 1984, student scores on that test must satisfy the minimum standards of the State Board.

(2) Each state university with a lower division and each community college shall assure that all students in college-credit programs have opportunity to acquire the skills included in Rule 6A-10.0316, FAC.

(3) Except as provided in Rule 6A-10.0314(4), FAC., beginning with the October 1982 administration of the College-Level Academic Skills Test, each state university shall require all applicants for upper division status, including students who were admitted to the university as freshmen or sophomores, to present scores which have been earned on the College-Level Academic Skills Test; and for any term beginning on or after August 1, 1984, the admission of all students to upper division status shall require presentation of scores on the College-Level Academic Skills Test which satisfy the minimum standards of the State Board. Students who are otherwise qualified for admission to upper division status at a state university and who have satisfied the minimum standards of the State Board on only three (3) of the four (4) subtests of the College-level Academic Skills Test may enroll for up to an additional thirty-six (36) semester credits in upper division courses in a state university before they are required to satisfy the minimum standards of the State Board on all four (4) subtests. However, the implementation of this rule shall be applied uniformly to native university students and to students who transfer from other institutions in which the College-Level Academic Skills Test is required.

(4) Students required to present scores on the College-Level Academic Skills Test who have not had opportunity to take the test may be enrolled in a state university only until the end of the next semester in which the test is available to them. Students who have not had an opportunity to take the test are students (1) who completed their sophomore year without receiving an associate of arts degree in a community college or state university in Florida before October, 1982; (2) who are transferring from an institution where the test is not administered; (3) who are prevented from taking the test (i) for religious or medical reasons, (ii) by reason of a duty assignment while on active or temporary (TDY) duty in military service; or (4) who were registered to take the test but failed to report for testing for a reason beyond the student's control. In response to a student's written petition, the university president or community college president or designee shall make a written finding as to whether the student had the opportunity to take the test. Written findings shall be filed with the Agency Clerk of the university.

(5) A student may exempt these requirements according to Rule 6A-10.0311(5) and (6), FAC.

Specific Authority 229.053(1), (2)(d) FS.
Law Implemented 229.053(2)(d), 240.233(6), 240.239(3) FS.
History–New 9-3-81, Amended 10-7-82, 11-10-83, 3-28-84, Formerly 6A-10.314, Amended 4-13-88, 10-18-94.

6A-10.0316 College-Level Communication and Computation Skills Effective August 1, 1992.

The communication and computation skills identified herein, pursuant to Section 229.053(2)(d), Florida Statutes, are associated with successful performance of students in college programs through the baccalaureate level.

BEST COPY AVAILABLE

(1) The following skills, by designated category, are defined as college-level communication skills.

(a) Reading with literal comprehension includes all of the following skills:

1. Recognizing main ideas in a given passage.

2. Identifying supporting details.

3. Determining meaning of words on the basis of context.

(b) Reading with critical comprehension includes all of the following skills:

1. Recognizing the author's purpose.

2. Identifying the author's overall organizational pattern.

3. Distinguishing between statement of fact and statement of opinion.

4. Detecting bias.

5. Recognizing author's tone.

6. Recognizing explicit and implicit relationships within sentences.

7. Recognizing explicit and implicit relationships between sentences.

8. Recognizing valid arguments.

9. Drawing logical inferences and conclusions.

(c) Listening with literal comprehension includes all of the following skills:

1. Recognizing main ideas.

2. Identifying supporting details.

3. Recognizing explicit relationships among ideas.

4. Recalling basic ideas, details, or arguments.

(d) Listening with critical comprehension includes all of the following skills:

1. Perceiving the speaker's purpose.

2. Perceiving the speaker's organization of ideas and information.

3. Discriminating between statements of fact and statements of opinion.

4. Distinguishing between emotional and logical arguments.

5. Detecting bias.

6. Recognizing the speaker's attitude.

7. Synthesizing by drawing logical inferences and conclusions.

8. Evaluating objectively.

(e) Composing units of discourse providing ideas and information suitable for purpose and audience includes all of the following skills:

1. Selecting a subject which lends itself to development.

2. Determining the purpose and the audience for writing.

3. Limiting the subject to a topic which can be developed within the requirements of time, purpose, and audience.

4. Formulating a thesis or statement of main idea which focuses the essay.

5. Developing the thesis or main idea statement by all of the following:

a. Providing adequate support which reflects the ability to distinguish between generalized and specific evidence.

b. Arranging the ideas and supporting details in a logical pattern appropriate to the purpose and the focus.

c. Writing unified prose in which all supporting material is relevant to the thesis or main idea statement.

d. Writing coherent prose and providing effective transitional devices which clearly reflect the organizational pattern and the relationships of the parts.

(f) Transmitting ideas and information in effective written language which conforms to the conventions of standard American English includes all of the following skills:

1. Demonstrating effective word choice by all of the following:

a. Using words which convey the denotative and connotative meanings required by context.

b. Avoiding inappropriate use of slang, jargon, clichés, and pretentious expressions.

c. Avoiding wordiness.

2. Employing conventional sentence structure by all of the following:

a. Placing modifiers correctly.

b. Coordinating and subordinating sentence elements according to their relative importance.

c. Using parallel expressions for parallel ideas.

d. Avoiding fragments, comma splices, and fused sentences.

3. Employing effective sentence structure by all of the following:

a. Using a variety of sentence patterns.

b. Avoiding overuse of passive construction.

4. Observing the conventions of standard American English grammar and usage by all of the following:

a. Using standard verb forms.

b. Maintaining agreement between subject and verb, pronoun and antecedent.

c. Using proper case forms.

d. Maintaining a consistent point of view.

e. Using adjectives and adverbs correctly.

f. Avoiding inappropriate shifts in verb tenses.

g. Making logical comparisons.

5. Using standard practice for spelling, punctuation, and capitalization.

6. Revising, editing, and proofreading units of written discourse to assure clarity, consistency, and conformity to the conventions of standard American English.

(g) Speaking involves composing the message, providing ideas and information suitable to topic, purpose, and audience which includes all of the following skills:

1. Determining the purpose of the oral discourse.

2. Choosing a topic and restricting it according to purpose and audience.

3. Fulfilling the purpose by the following:

a. Formulating a thesis or main idea statement.

b. Providing adequate support material.

c. Organizing suitably.

d. Using appropriate words.

e. Using effective transitions.

(h) Speaking involves transmitting the message, using oral delivery skills suitable to the audience and the occasion by all of the following skills:

1. Employing vocal variety in rate, pitch, and intensity.

2. Articulating clearly.

3. Employing the level of American English appropriate to the designated audience.

4. Demonstrating nonverbal behavior which supports the verbal message with eye contact and appropriate posture, gestures, facial expressions, and body movements.

(2) The following skills, by designated category, are defined as college-level computation skills:

(a) Demonstrating mastery of all of the following arithmetic algorithms:

1. Adding, subtracting, multiplying, and dividing rational numbers.

2. Adding, subtracting, multiplying, and dividing rational numbers in decimal form.

3. Calculating percent increase and percent decrease.

4. Solving the sentence a percent of b is c, where values for two of the variables are given.

(b) Demonstrating mastery of all of the following geometric and measurement algorithms:

1. Rounding measurements to the nearest given unit of the measuring device used.

2. Calculating distances, areas, and volumes.

(c) Demonstrating mastery of all of the following algebraic algorithms:

1. Adding, subtracting, multiplying, and dividing real numbers.

2. Applying the order-of-operations agreement to computations involving numbers and variables.

3. Using scientific notation in calculations involving very large or very small measurements.

4. Solving linear equations.

5. Solving linear inequalities.

6. Using given formulas to compute results, when geometric measurements are not involved.

7. Finding particular values of a function.

8. Factoring a quadratic expression.

9. Finding the roots of a quadratic equation.

10. Solving a system of two (2) linear equations in two (2) unknowns.

(d) Demonstrating mastery of all of the following statistical algorithms, including some from probability:

1. Identifying information contained in bar, line, and circle graphs.

2. Determining the mean, median, and mode of a set of numbers.

3. Using the fundamental counting principle.

(e) Demonstrating mastery of logical-reasoning algorithms by deducing facts of set inclusion or set non-inclusion from a diagram.

(f) Demonstrating understanding of arithmetic concepts by all of the following skills:

1. Recognizing the meaning of exponents.

2. Recognizing the role of the base number in determining place value in the base-ten numeration system.

3. Identifying equivalent forms of positive rational numbers involving decimals, percents, and fractions.

4. Determining the order relation between real numbers.

5. Identifying a reasonable estimate of a sum, average, or product of numbers.

(g) Demonstrating understanding of geometric and measurement concepts by all of the following skills:

1. Identifying relationships between angle measures.

2. Classifying simple plane figures by recognizing their properties.

3. Recognizing similar triangles and their properties.

4. Identifying appropriate units of measurement for geometric objects.

(h) Demonstrating understanding of algebraic concepts by all of the following skills:

1. Using properties of operations correctly.

2. Determining whether a particular number is among the solutions of a given equation or equality.

3. Recognizing statements and conditions of proportionality and variation.

4. Identifying regions of the coordinate plane which correspond to specified conditions and vice versa.

(i) Demonstrating understanding of statistical concepts including probability by all of the following skills:

1. Recognizing properties and interrelationships among the mean, median, and mode in a variety of distributions.

2. Choosing the most appropriate procedure for selecting an unbiased sample from a target population.

3. Identifying the probability of a specified outcome in an experiment.

(j) Demonstrating understanding of logical-reasoning concepts by all of the following skills:

1. Identifying statements equivalent to the negations of simple and compound statements.

2. Determining equivalence or non-equivalence of statements.

3. Drawing logical conclusions from data.

4. Recognizing that an argument may not be valid even though its conclusion is true.

(k) Inferring relations between numbers in general by examining particular number pairs.

(l) Generalizing and selecting applicable generalizations in geometry and measurement by both of the following skills:

1. Inferring formulas for measuring geometric figures.

2. Selecting applicable formulas for computing measures of geometric figures.

(m) Generalizing and selecting applicable generalizations in algebra by using applicable properties to select equivalent equations and inequalities.

(n) Generalization and selecting applicable generalizations in statistics, including probability, by inferring relations and making accurate predictions from studying statistical data.

(o) Generalizing and selecting applicable generalizations in logical reasoning by both of the following skills:

1. Recognizing valid reasoning patterns as illustrated by valid arguments in everyday language.

2. Selecting applicable rules for transforming statements without affecting their meaning.

(p) Demonstrating proficiency for solving problems in the area of arithmetic by the following skills:

1. Solving real-world problems which do not require the use of variables and which do not involve percent.

2. Solving real-world problems which do not require the use of variables and which do require the use of percent.

3. Solving problems that involve the structure and logic of arithmetic.

(q) Demonstrating proficiency for solving problems in the area of geometry and measurement by both of the following skills:

1. Solving real-world problems involving perimeters, areas, or volumes of geometric figures.

2. Solving real-world problems involving the Pythagorean property.

(r) Demonstrating proficiency for solving problems in the area of algebra by both of the following skills:

1. Solving real-world problems involving the use of variables, aside from commonly used geometric formulas.

2. Solving problems that involve the structure and logic of algebra.

(s) Demonstrating proficiency for solving problems in the area of statistics, including probability, for both of the following skills:

1. Interpreting real-world data involving frequency and cumulative frequency tables.

2. Solving real-world problems involving probabilities.

(t) Demonstrating awareness of the ways in which logical reasoning is used to solve problems by drawing logical conclusions when facts warrant them.

(3) The Articulation Coordinating Committee shall file with the Commissioner and the State Board, on or before November 30 of each odd-numbered year, its recommendations for changes, if any, in the above definitions of college-level communication and computation skills.

Specific Authority 229.053(1),(2)(d) FS.
Law Implemented 229.053(2)(d), 229.551(3)(h) FS.
History–New 8-1-92.

6A-10.0317 Participation in the College-Level Communication and Computation Skills Testing Program by Nonpublic Postsecondary Institutions.

(1) Test participation. The College-Level Academic Skills Test may be administered to students enrolled in nonpublic, postsecondary institutions. Such institutions shall offer the test to students who apply for state student financial aid in accordance with Rule 6A-20.005, FAC., or may offer it to or require it of other students as well, as determined by the institution. The institution shall pay the Department of Education a fee of twenty (20) dollars per student who takes one or more parts of the test for the cost of scoring and reporting the results of the test.

(2) Reports and services. For any nonpublic, postsecondary institution whose students participate in the College-Level Academic Skills testing program, the Department of Education shall provide the same testing program reports and services as provided to public institutions.

Specific Authority 120.53(1)(b), 229.053(1), (2)(d), 240.107(7) FS.
Law Implemented 229.053, 240.107, 240.233, 240.239, 240.3215, 240.325 FS.
History–New 4-1-91.

6A-10.042 Maintenance of Test Security.

(1) Tests implemented in accordance with the requirements of Sections 229.053(2)(d), 229.57, 231.087, 231.0861(3), 231.17, 233.011, 239.301(10), 240.107(8), and 240.117, Florida Statutes, shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

(a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such

individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

(b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

(c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

(d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

(e) Examinees shall not be given answer keys by any person.

(f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.

(g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

(h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

(2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

(a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

(b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

Specific Authority 120.53(1)(b), 228.301, 229.053(1) FS.

Law Implemented 120.53(1)(b), 228.301, 229.053(2)(d), 229.57, 231.087, 231.0861, 231.17, 233.011, 239.301, 240.107, 240.117 FS.

History–New 7-5-87, Amended 10-26-94.

Appendix B: Department of Education General Counsel Opinion, June 30, 1988

In 1988, after inquiries from many of the state's postsecondary institutions, clarification from the Department of Education's Office of the General Counsel was sought regarding an apparent conflict between Section 240.107(3), Florida Statutes, and Rule 6A-10.0314(4), FAC, concerning the need for CLAST scores. The following question was asked of the Counsel:

> Does a student who earned an associate of arts degree prior to September 1, 1982, have to take and successfully complete the College-Level Academic Skills Test as a condition for admission to upper-level status and for receiving a baccalaureate degree?

In response, a memorandum dated June 30, 1988, to Dr. Thomas Fisher from Carolyn S. Holifield, Department attorney, summarized her analysis of the question as follows:

> A student who received an associate of arts degree prior to September 1, 1982, and who was admitted to upper-level status before August 1, 1984, is not required to successfully complete the College-Level Academic Skills Test (CLAST) as a condition of receiving a baccalaureate degree. A student who was awarded an associate of arts degree prior to September 1, 1982, but who was not admitted to an upper-level instructional program prior to August 1, 1984, is required to earn a minimum passing score on the CLAST as a condition for admission to upper-level status and receiving a baccalaureate degree.

The full text of this opinion is available, on request, from the CLAST Office, Department of Education, (850) 488-8198 or Suncom 278-8198.

Appendix C: Request for a Special Administration of CLAST at a Military Base, 1999-00

PLEASE PRINT CLEARLY OR TYPE. FAX TO (850) 488-1627 OR SUNCOM 278-1627.

TO: Assessment and Evaluation Services/CLAST, Department of Education

FROM: _____ ITA for CLAST

_____ Institution

_____ Telephone/Fax

The Department of Education may authorize a special administration of the CLAST at a military base outside the state of Florida if
1. the student or the student's spouse has been transferred out of Florida because of active or temporary assignment in military service, and
2. the student needs CLAST scores to receive a degree.

NOTE: Special military administrations are not available to family members other than the spouse of an active duty service member.

Student Information:

Name: _____

This student is (Check one) ____an active duty service member ____the spouse of an active duty service member

Social Security Number: _____

Branch of service/rank of student or spouse: _____

Address: _____

_____

_____

Telephone (if available): _____

CLAST Subtest(s) Needed:

_____Essay _____English Language Skills _____Reading _____Mathematics

The student will be a (check one): _____first-time examinee _____retake examinee

Name, address, and Telephone Number of Education Officer on the Military Base:

_____

_____

_____

_____

_____

ITA Signature: _____ Date: _____

BEST COPY AVAILABLE

Appendix D: Key Activity Due Dates for Special Administrations, 1999-00

ACTIVITIES	NOV. '99	JAN. '00	APR. '00	JUL. '00	AUG. '00
Requests for special administrations received in writing by CLAST office via carrier or fax*	11/9/99	01/03/00	04/03/00	07/11/00	08/14/00
Test materials shipped by OIR to ITA via receipted overnight carrier	11/12/99	01/06/00	04/06/00	07/14/00	08/17/00
Test materials received by ITA	11/13/99	01/07/00	04/07/00	07/15/00	08/18/00
Special administrations begin	11/15/99	01/10/00	04/10/00	07/17/00	08/21/00
Special administrations end	11/22/99	01/18/00	04/17/00	07/24/00	08/28/00
Test materials returned by ITA to OIR via receipted overnight carrier	11/23/99	01/19/00	04/18/00	07/25/00	08/29/00
Test materials received by OIR	11/24/99	01/20/00	04/19/00	07/26/00	08/30/00
Score reports mailed to student, ITA, and CLAST office by OIR	12/02/99	01/27/00	04/26/00	08/02/00	09/07/00

*Special administration requests must be received in the CLAST office **no later than 5:00 p.m. Eastern Time** on the due dates noted above.

Appendix E: Special Administration Request Form, 1999-00

TO: Thomas H. Fisher, Administrator, Assessment and Evaluation Services, Department of Education
Phone: (850) 488-8198, SUNCOM 278-8198 Fax: (850) 488-1627, SUNCOM 278-1627

FROM: _____ _____
ITA for CLAST (please print) Institution

_____ _____ 11/99 1/00 4/00 7/00 8/00
Phone Number Fax Number Test Date Requested (Circle One)

Part 1. First-Time Examinees

I request that the student(s) listed below be allowed to take the CLAST during the next special administration. I certify that each student meets **all** of the following criteria. Each student

a. has **never** taken the CLAST,
b. had extenuating circumstances that prevented participation in the most recent regular administration,
c. will retake the CLAST no sooner than the thirty-first (31st) day after the special administration date, and
d. must have all scores by _____ (date).

I further certify that denial of this request would adversely affect the student in the way(s) listed below:

Last Name	First Name	M.I.	Social Security Number

Circumstances preventing regular administration/adverse effect of denial:

Circumstances preventing regular administration/adverse effect of denial:

Circumstances preventing regular administration/adverse effect of denial:

Circumstances preventing regular administration/adverse effect of denial:

_____ _____
ITA Signature Date

Please use this form! You may duplicate and attach pages to accommodate additional requests.

(Retakes, next page)

BEST COPY AVAILABLE

Special Administration Request Form - Part 2. Retake Examinees

I request that the student(s) listed below be allowed to take the CLAST during the next special administration. I certify that each student meets **all** of the following criteria. Each student

a. has taken the requested CLAST subtest(s) but has not yet passed the subtest(s) requested,
b. participated in the most recent regular administration OR had extenuating circumstances that prevented participation in the most recent regular administration,
c. will retake the CLAST no sooner than the thirty-first(31st) day after the special administration date and/or the special administration date is at least the thirty-first (31st) day after any previous administration of the CLAST in which the student participated, and
d. cannot take the computer-adaptive test because of reasons of inaccessibility (no CAT center located in vicinity), because of a disability, or because the student needs the essay subtest.

I further certify that denial of this request will adversely affect the student in the way(s) stated below (admission to upper-level program, needs degree before transferring out of state, athletic eligibility, etc.):

Last Name	First Name	M.I.	Social Security Number	Circle Subtest(s) Needed
				Essay Rdg ELS Math

Circumstances /adverse effect:

				Essay Rdg ELS Math

Circumstances /adverse effect:

				Essay Rdg ELS Math

Circumstances /adverse effect:

				Essay Rdg ELS Math

Circumstances /adverse effect:

_____ _____

ITA Signature Date

Please use this form! You may duplicate and attach pages to accommodate additional requests.

Appendix F: Certification of Eligibility of Student to Take CAT-CLAST, 1999-00

INSTRUCTIONS: Mail original form (NO FAX), both sides completed, to the CAT-CLAST administrator to indicate your approval to administer the CAT-CLAST to this student. A copy of the front side must be faxed back to the requesting ITA upon receipt by the CAT administrator. The original must be kept on file at the CAT site for at least one year.

This is not a registration form. The student will be required to complete a registration form by the CAT-CLAST institution. A photocopy of the examinee's valid photo ID (preferably a driver's license or passport) must be attached to the bottom of this form to assist in proper identification at the CAT-CLAST site. The student is required to present the same valid photo ID to the CAT administrator at the time of testing.

TO: _____
CAT-CLAST Test Administrator

_____
CAT-CLAST Institution

FROM: _____
CLAST ITA (home institution)

_____
Institution

(___) _____ (___) _____
Phone Number Fax Number

I hereby authorize the student listed below to take the CAT-CLAST. The student is eligible to take (check each subtest that is requested)

English Language Skills____ ☐ First-time ☐ Retake

Reading____ ☐ First-time ☐ Retake

Mathematics____ ☐ First-time ☐ Retake

_____ _____
Last Name First Name M. Initial Social Security Number

_____ _____
Present Street Address Home Phone

_____ _____
City State Zip Code Work or Other Phone

_____
Signature of requesting ITA

_____ _____
Date Approved Date Approval Expires

Attach copy of photo I.D. here.

_____
Signature of CAT administrator indicating receipt of request

_____
CAT Site (Name of Institution)

REQUESTING ITA: STUDENT MUST COMPLETE REVERSE SIDE BEFORE REQUEST IS SUBMITTED.

BEST COPY AVAILABLE

THE EXAMINEE MUST *WRITE* (NOT PRINT) IN INK THE FOLLOWING STATEMENT, SIGN AND DATE IN THE BLANKS INDICATED BEFORE THE REQUEST IS SUBMITTED TO THE CAT SITE.

I certify that I am the examinee whose name and signature appear below. I will neither assist nor receive assistance from any other examinee, and I agree that I will neither copy examination questions nor transmit them in any form to any other person. I understand that I will not have the opportunity to request handscoring or review of the CLAST subtest(s) that I take by computer. I understand that I must **not** retake any CLAST subtest(s) sooner than the thirty-first (31st) day after a previous attempt and that doing so will invalidate my score(s).

(Additional sheet[s] may be attached if necessary.)

Signature of Examinee

Date Signed

Appendix G: Computer-Adaptive Test Centers for Retake Examinees

Broward Community College, North Campus

ITA: Barbara Humphrey
Contact: Sandy Gaines
Building 48, Room 316
1000 Coconut Creek Boulevard
Coconut Creek, Florida 33066
Phone: (954) 973-2345, Suncom 495-2345, Fax (954) 973-2226

Central Florida Community College

ITA: Don Hunt, Vice-President for Student Services
Contact: Terry Dougherty
P. O. Box 1388
Ocala, Florida 34478-1388
Phone: (352) 854-2322, X1395 or X1547, Suncom 897-1547, Fax 352/873-5882 (X1332)

Florida Gulf Coast University

ITA: Janet Ullman
Contact: Jill Herold
Testing Office
10501 FGCU Boulevard South
Fort Myers, FL 33965
941/590-7952, Suncom 731-7952, Fax 941/590-7903

Florida State University

ITA: John McLanahan
Contact: Ray Frost /Gene Watson/ Cecelia Creamer/Lisa Adkison
Evaluation Services
106 William Johnston Building
Tallahassee, Florida 32306-4034
Phone: (850) 644-3017, Suncom 284-3017, Fax (850) 644-3244

Miami-Dade Community College, Kendall Campus

ITA: Juan Carlos Meza
Contact: Ivo Rokovich
11011 SW 104th Street
Room 3219
Miami, Florida 33176-0000
Phone: (305) 237-2341, Suncom 477-2341, Fax (305) 237-2334

Miami-Dade Community College, North Campus

Director: Sheri Goldstein
Contact: Maria Bangos
Testing Department, Room 1171
11380 NW 27th Avenue
Miami, Florida 33167
Phone: (305) 237-1015, Suncom 477-1015, Fax (305) 237-1889

Miami-Dade Community College, Wolfson Campus

Director: Rene Garcia
Contact: Eurie Davis
Building 3, Room 3104
300 NE 2nd Avenue
Miami, Florida 33132-0000
Phone: (305) 237-3012, Suncom 477-3012, Fax (305) 237-7622

Okaloosa-Walton Community College

ITA: Janice M. Coon
Contact: Cindy Bell
Student Services
Building C, Room 200
100 College Boulevard
Niceville, Florida 32578-0000
Phone: (850) 729-5234, Suncom 687-1234, Fax (850) 729-5323

Palm Beach Community College, Lake Worth Campus

ITA: Chris Biferie
Contact: Chris Biferie
Testing Center, Mail Station 8
4200 Congress Avenue
Lake Worth, Florida 33461-4796
Phone: (561) 439-8055, Suncom 258-8055, Fax (561) 439-8255

Pensacola Junior College

ITA: Elaine Elledge
Contact: Jane Duke
College Test Center, 612 Building 6
1000 College Boulevard
Pensacola, Florida 32504-8998
Phone: (850) 484-1656, Suncom 681-2145, Fax (850) 484-1829

Santa Fe Community College

ITA: Pat Smittle
Contact: Dorothy McGinnes
Building P, Room 230
3000 NW 83rd Street
Gainesville, Florida 32606
Phone: (352) 395-5509, Suncom 650-5509, Fax (352) 395-5614

University of Central Florida

ITA: Al Bross
Contact: Christine Hanlon
Counseling & Testing Center
P.O. Box 163170
Orlando, FL 32816-2036
Phone: (407) 823-3833, Suncom 345-3833, Fax (407) 823-5415

University of Florida

ITA: Sue Legg
Contact: Winifred Cooke, Sherron Carroll
Teaching Center, Southwest Broward Hall
University of Florida
Gainesville, FL 32611
Phone: (352) 392-2010, Suncom 622-2010, Fax (352) 392-3958

University of Miami

ITA: David Wiles
Contact: Lourdes Fernandez
P.O. Box 249086
Coral Gables, Florida 33124-4222
Phone: (305) 284-2450, Fax (305) 284-4081

University of North Florida

ITA: Virginia Schaffer
Contact: Christine Kish
Founders Hall, Room 2086
CLAST Office
4567 St. Johns Bluff Road
Jacksonville, Florida 32224-2645
Phone: (850) 646-2927, Suncom 861-2927, Fax (850) 646-1090

University of South Florida

ITA: Teresa Flateby
Contact: Kimberly Brown
Evaluation and Testing, SVC 2054
4202 East Fowler Avenue
Tampa, Florida 33620-6925
Phone: (813) 974-2742, Suncom 574-2742, Fax (813) 974-8939

Appendix H: Request for Student to Take CLAST at Another Institution, 1999-00

PLEASE NOTE: THIS FORM IS NOT TO BE USED FOR CAT ADMINISTRATIONS. SEE APPENDIX F.

TO: _____ ITA for CLAST

_____ institution

FROM: _____ ITA for CLAST

_____ institution

_____ address

Fax # _____ Phone # _____

The student identified below has requested to take the CLAST at your institution on _____ (date) and has properly registered with this, his or her home institution, for the subtest(s) indicated. The student is a

(Check one) ( ) first-time examinee ( ) retake examinee

Name: _____ Signature: _____

Soc. Sec. #: _____ Phone: _____

Address: _____

_____

CLAST Subtest(s) Needed:

_____ Essay _____ Reading

_____ English Language Skills _____ Mathematics

Attach copy of photo ID here.

_____ Request for accommodations for a disability
(Attach a description of specific accommodations requested.)

_____
Signature of requesting ITA

Date Approved _____
Date Approval Expires _____

Responding ITA: Please complete the lower portion and return a copy of the entire form to the requesting ITA. Please indicate below if a local fee will be assessed by your institution and, if so, the amount of that fee.

(Responding ITA check one)

_____ I have enclosed an admission ticket for the student.

_____ I will send an admission ticket to the student.

_____ I am sorry, but I am unable to comply with your request.

_____ _____ _____
Signature of Responding ITA Date Fee amount (if any)

BEST COPY AVAILABLE

Appendix I: Department of Education General Counsel Opinion, March 22, 1993

On March 22, 1993, the Department of Education's Office of the General Counsel responded to a memorandum from Dr. Thomas Fisher requesting clarification of legislation governing the issuance of waivers for the CLAST. Dr. Fisher's memorandum presented the following question about whether private institutions have the authority to grant CLAST waivers:

> State Board of Education Rule 6A-20.005, Florida Administrative Code, requires CLAST for receipt of state financial aid, and State Board of Education Rule 6A-10.0317, Florida Administrative Code, permits private institutions to administer CLAST on an optional basis. The latter rule requires the agency to "provide the same testing program reports and services as provided to public institutions."
>
> Section 240.107(3), Florida Statutes, includes state universities and community colleges but does not include private postsecondary institutions. Does this exclusion mean that private institutions do not have the authority to grant waivers to learning disabled students or to students who repeatedly fail a CLAST subtest?

In response to this question, Mr. Sydney McKenzie, General Counsel, provided the following opinion:

> Sections 240.107(5) and (6), Florida Statutes, provide authority for state universit[ies] and state community colleges to grant waivers to learning disabled students and students who have repeatedly failed the CLAST test or certain sub-tests in accordance with the procedures therein established. Section 240.105(2), Florida Statutes, discusses the state secondary educational system indicating the intent of the Legislature that provisions following it refer to the state educational system unless otherwise indicated. Thus, in Section 240.107, Florida Statutes, the Legislature is granting the authority to state universities and community colleges to grant waivers for the CLAST requirement. Because no authority is specifically granted to private institutions, such authority cannot be assumed. Any individual [with a waiver] who is seeking to enter the upper level in the state university system or receive an A.A. degree from a state community college will be required to have a waiver granted by a state educational entity through the procedures outlined in Section 240.107, Florida Statutes.

Appendix J: Waiver Reporting Forms

Attachment A

List of CLAST Waivers Granted

Directions: Please complete this form to identify all students who have been granted a waiver. Return this form to Assessment and Evaluation Services/CLAST, Florida Department of Education, Suite 414 Turlington Building, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

Please type or print all information. The name of the CLAST subtest which was waived (essay, ELS, reading, math) **must** be written in the left-hand column. In the right-hand column, write "**LD**" if the waiver was granted for reasons of a learning disability or "4X" if the waiver was granted based on four or more failed attempts. If the student has never taken any CLAST subtest, please include gender and race.

Name of institution: _____

Person completing this form: _____

Telephone number: _____ Date: _____

Subtest Waived	Student Name	SS#	Gender/ Race	Approval Date (mm/yy)	Waiver Type (LD 4X)

1 copy - Department of Education
1 copy - Institution File

Attachment B

CLAST Waiver Review Worksheet
For Institutional Use Only

Directions: Please complete this form for each student who applies for a waiver from a CLAST subtest. This form is to be maintained at the local institution. **Do not send this form to the Department of Education.**

Name of institution: _____

Person completing this form: _____

Telephone number: _____ Date: _____

Student Name and Social Security Number: _____

CLAST subtest for which waiver is requested: _____

Is this student being considered for a waiver under the provisions of Rule 6A-10.0311(6), FAC, for students with specific learning disabilities?
( ) Yes ( ) No If "Yes," please go to the last question on the reverse side of this form.

Date student was interviewed by the committee: _____

List below the dates and scores earned for the student's previous attempts to pass this subtest.

List the courses in the same subject area in which the student demonstrated proficiency:

Term	Course No.	Course Title	Grade Earned

(Continued on reverse side)

BEST COPY AVAILABLE

CLAST Waiver Review Worksheet (page two of two)
For Institutional Use Only

List below the test adaptations and/or other administrative adjustments that were made to permit the accurate measurement of the student's proficiency in the subject area for which a waiver is sought:

Test Date	Adaptation or Adjustment Made

List below the efforts made by the student to learn the CLAST skills measured by this subtest to the level required by the test:

In the space below, provide a statement as to why either (1) a waiver is being granted or (2) a waiver request is being denied.

BEST COPY AVAILABLE